

**C E WILLIAMS MIDDLE SCHOOL FOR CREATIVE
& SCIENTIF**

640 Butte Street
Charleston, SC 29414

GRADES 5-8 Middle School

ENROLLMENT 688 Students

PRINCIPAL Judith Peterson 843-763-1529

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635

THE STATE OF SOUTH CAROLINA

**ANNUAL SCHOOL
REPORT CARD**

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	12	2	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004	Good	Below Average	Yes

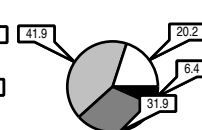
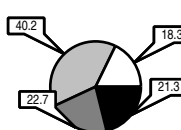
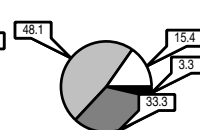
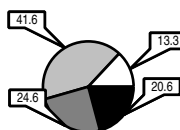
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

98.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	682	99.4	14.9	48.4	33.5	3.3	49.9	Yes	Yes
Gender									
Male	370	98.9	18.5	52.3	26.7	2.5	43.8		
Female	312	100.0	10.7	43.7	41.4	4.2	57.0		
Racial/Ethnic Group									
White	405	99.0	7.3	47.7	40.7	4.3	61.3	Yes	Yes
African-American	254	100.0	27.5	51.4	20.3	0.8	28.7	Yes	Yes
Asian/Pacific Islander	14	100.0	0.0	7.1	71.4	21.4	100.0	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	604	99.8	11.2	49.2	35.9	3.7	53.8		
Disabled	78	96.2	45.2	41.1	13.7	0.0	17.8	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	682	99.4	14.9	48.4	33.5	3.3	49.9		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	679	99.4	14.6	48.6	33.5	3.3	49.9		
Socio-Economic Status									
Subsidized meals	180	100.0	28.8	50.8	19.8	0.6	28.2	Yes	Yes
Full-pay meals	502	99.2	9.9	47.5	38.4	4.2	57.6		

Mathematics - State Performance Objective = 15.5%									
All Students	682	100.0	13.3	41.6	24.6	20.6	59.8	Yes	Yes
Gender									
Male	370	100.0	14.4	42.5	23.2	19.9	58.6		
Female	312	100.0	12.0	40.5	26.2	21.4	61.2		
Racial/Ethnic Group									
White	405	100.0	6.5	37.1	29.6	26.9	71.1	Yes	Yes
African American	254	100.0	24.3	51.8	16.3	7.6	39.8	Yes	Yes
Asian/Pacific Islander	14	100.0	0.0	0.0	14.3	85.7	100.0	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	604	100.0	9.5	41.3	26.3	22.8	64.3		
Disabled	78	100.0	43.4	43.4	10.5	2.6	23.7	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	682	100.0	13.3	41.6	24.6	20.6	59.8		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	679	100.0	13.1	41.8	24.7	20.5	59.9		
Socio-Economic Status									
Subsidized meals	180	100.0	23.7	49.7	19.8	6.8	40.7	Yes	Yes
Full-pay meals	502	100.0	9.6	38.7	26.3	25.5	66.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	56	100.0	11.5	46.2	38.5	3.8	42.3
	Grade 6	198	100.0	16.6	39.9	35.2	8.3	43.5
	Grade 7	168	97.6	21.7	59.2	17.2	1.9	19.1
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	112	99.1	10.0	57.3	30.9	1.8	32.7
	Grade 6	185	100.0	22.4	33.9	38.3	5.5	43.7
	Grade 7	190	100.0	12.7	52.9	32.8	1.6	34.4
	Grade 8	195	99.5	13.1	53.9	29.3	3.7	33.0

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	56	100.0	9.6	46.2	32.7	11.5	44.2
	Grade 6	198	100.0	9.8	28.0	25.9	36.3	62.2
	Grade 7	168	100.0	24.4	38.8	23.8	13.1	36.9
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	112	100.0	9.9	43.2	31.5	15.3	46.8
	Grade 6	185	100.0	10.4	33.9	29.0	26.8	55.7
	Grade 7	190	100.0	14.3	36.0	19.0	30.7	49.7
	Grade 8	195	100.0	17.5	53.6	21.1	7.7	28.9

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 688)				
Students enrolled in high school credit courses (grades 7 & 8)	39.2%	N/R	26.4%	14.6%
Retention rate	0.1%	N/A	2.2%	3.0%
Attendance rate	96.4%	Up from 96.1%	96.6%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.9%		3.1%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.4%		3.1%	5.3%
Eligible for gifted and talented	42.0%	Up from 35.0%	30.7%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.8%	Up from 10.5%	11.1%	13.9%
Older than usual for grade	1.6%	Down from 14.2%	1.9%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.9%	Down from 1.2%	0.6%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 45)				
Teachers with advanced degrees	60.0%	Down from 61.3%	55.7%	48.7%
Continuing contract teachers	77.8%	Down from 87.1%	85.7%	81.7%
Highly qualified teachers**	87.1%	N/A	90.5%	90.4%
Teachers with emergency or provisional certificates	10.3%		2.6%	5.3%
Teachers returning from previous year	68.8%	Up from 61.7%	88.3%	85.1%
Teacher attendance rate	96.1%	Up from 96.0%	95.3%	94.8%
Average teacher salary	\$40,699	Down 0.6%	\$42,294	\$40,566
Prof. development days/teacher	9.4 days	Down from 11.3 days	10.5 days	11.0 days
School				
Principal's years at school	3.0	Up from 2.0	5.5	3.3
Student-teacher ratio in core subjects	27.1 to 1	Up from 23.7 to 1	24.7 to 1	21.3 to 1
Prime instructional time	91.0%	Up from 90.4%	91.0%	89.3%
Dollars spent per pupil*	\$6,330	Up 3.7%	\$5,487	\$5,821
Percent of expenditures for teacher salaries*	62.9%	Down from 66.1%	62.2%	61.8%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.3%	Up from 82.8%	97.1%	95.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This CE Williams Middle School Report Card addresses achievement data, school highlights, and other data that reflect what is happening at the school. The data within this document will be used to continue to develop and implement a strong academic program for all children in a safe and inviting school environment. We are committed to creating and providing the best possible educational experiences for each child, and to that end we have Project ARTISTIC, RAPS, a PASCO grant, Project Lead the Way, and Gear-Up supporting the CEW educational program. We have continued to build and strengthen the academic options for children with the 21st Century After-School Program and with a summer camp, Camp Lowcountry "Lowdown." The challenges we face include high academic achievement for all students, arts' integration, performance opportunities, and a greater use of technology, and we have begun work in these areas. Overall, we are proud of our students' achievements in academics, the arts, and athletics, and we look forward to continued growth and success for all of the children at CE Williams Middle School.

Judith Peterson, Principal

Eduardo Curry, School Improvement Council Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	42	178	110
Percent satisfied with learning environment	95.2%	87.1%	87.3%
Percent satisfied with social and physical environment	97.6%	90.3%	90.0%
Percent satisfied with home-school relations	95.2%	88.6%	72.9%

*Only students at the highest middle school grade level at this school and their parents were included.